

26Ten Workplace Grants 2026

Grant Program Guidelines

Tranche 1 – March 2026



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1 Aim

The 26Ten Workplace Grants program supports workers to build the language, literacy and numeracy skills they need to do their jobs. Building these skills benefits everyone.

Workplaces benefit from increased:

- productivity, improved safety with fewer accidents and better incident reporting,
- compliance with procedures and more accurate reporting, and reduced costs
- staff confidence and willingness to take on new tasks such as using new technology
- morale and engagement in the workplace.

Workers benefit by:

- being supported to build the language, literacy, numeracy and digital skills they need to do their jobs and undertake further training
- being empowered to improve their employment opportunities, seek and gain promotions, and increase their income.

These benefits flow from workplaces into the personal lives of the workers as they use their increased skills in their daily activities, such as engaging with their children's learning. There are also flow-on effects within the worker's family and the wider community. For example, changes in a person's skills and confidence may inspire people around them to see the benefits of learning and to think about undertaking some learning themselves.

The purpose of **26Ten Workplace Grants** is to support organisations to improve their workers' reading, writing or maths skills (minimum 50% of the project). Projects may also include the following elements:

- training for staff about how to work with staff or clients with low reading, writing or everyday maths skills
- development of resources for use within the project
- activities to improve workplace communication (including plain English)
- surveys, consultations, research to determine the literacy needs of workers
- digital literacy programs may be considered as an enabler to literacy skills development, where the digital component is no more than 50% of the project proposal.

The grant program seeks to target the following employer types:

- employers with a large proportion of workers with low or no qualifications
- micro, small and medium-sized organisations
- employers in sectors that align with the [26Ten Coalition](#) sector plans: community, legal, media, local government, agriculture, education, and health
- industries likely to have employees with literacy skills gaps
- organisations working in sectors that the Tasmanian Government prioritises in delivering vocational education and training:
 - advanced manufacturing (including maritime and defence manufacturing)
 - agriculture (including wool)
 - automotive
 - building and construction (including civil construction)
 - community services (including aged services and disability services)
 - energy (including electrotechnology and plumbing)
 - forestry, mining, seafood and maritime
 - information and communications technology
 - tourism and hospitality
 - transport and logistics.

2 Funding available

The budget for this grant program is \$970,000. This covers planned grant rounds for both the 26Ten Get Ready Grants and 26Ten Workplace Grants.

Workplace Grants will be open from 6 March 2026 to 1 June 2026, and again in August to October 2026. Get Ready Grants will be open from 6 March 2026 to 1 February 2027.

Additional funding rounds may be released subject to available budget.

The maximum funding available per 26Ten Workplace Grant project is \$65,000 (per annum).

This program has limited funding. Therefore, not all eligible applications will receive a grant.

This program is administered by the Department of State Growth on behalf of the Crown in Right of Tasmania and in partnership with 26Ten Tasmania. The two 26Ten grant programs are key activities under the Ensuring Access to Foundation Skills specific policy initiative in the National Skills Agreement (2024-2028), which is a joint initiative between the Australian Government and the Tasmanian Government.

3 Eligibility

3.1 Eligible applicants

To be eligible for a grant applicants must be:

- a business that operates in Tasmania that employs workers on a paid or unpaid basis, and fit into one of the following categories:
 - an organisation or sole trader
 - a private or not-for-profit organisation
 - an industry association or peak body.
- local councils under the *Local Government Act 1993* and council-owned businesses
- eligible government entities, inclusive of public non-financial and public financial corporations (as set out in Tasmania's Financial Management Framework administered by the Department of Treasury and Finance) and Local Governments. This includes Government Business Enterprises and State-Owned Companies.
- private Registered Training Organisations and independent schools may apply in respect of their non-teaching workforces only.

Where an organisation operates in different parts of the state, applicants can apply for grants at individual sites. However, it may only apply for one grant per site.

Applicants must also declare that the applicant organisation is financially viable and will remain viable for the duration of any grant made under the Program. A financially viable entity is one that is not under external administration, is not being wound up, dissolved, or trading while insolvent nor where a liquidator has been appointed. To demonstrate financial viability the applicant must be able to demonstrate the ability to generate sufficient income to meet operating costs, debt commitments and, where applicable, to allow for growth while maintaining service levels.

Applicants are expected to ensure that they have appropriate provisions in place regarding the Child and Youth Safe Organisations Framework prior to applying. For more information on the Child and Youth Safe Organisations Framework please visit www.justice.tas.gov.au/carcru/child-and-youth-safe-organisations-framework.

Applications submitted by a third party will not be accepted without evidence of permission in the application.

Applicants may be asked to provide information or documentation to support its eligibility claims, either as part of the application process, or after it has applied. Any information provided may be subject to third party authenticity checks.

Applicants must be financially viable for the duration of any grant made under the Program. Evidence of financial viability may be requested if the application is successful.

3.2 Ineligible applicants

Organisations that do not fall into the categories listed under the eligibility criteria outlined in section 3.1 above are not eligible to apply. Specifically:

- TasTAFE is not eligible to apply as a lead applicant but can partner with eligible applicants to deliver literacy and numeracy training for them. Organisations are encouraged to contact TasTAFE directly to discuss options for TasTAFE to deliver training under its existing funding arrangements.
- Tasmanian or Australian Government agencies are not eligible.
- Grant recipients with outstanding reporting obligations with State Growth under this grant program, or applicants who have outstanding obligations (i.e. have not complied with relevant grant conditions) to other Tasmanian Government grant programs may also be ineligible.

3.2.1 Previous workplace grants recipients

Previous 26Ten Workplace Grants recipients can:

- apply for a second-year extension of a previously funded project
- apply for a grant for a new project at a different work site
- apply again in later years for a new project at a site that has already received a grant. However, new applicants or applicants who have received one grant within the last five years will receive priority over applicants who have received two (or more) grants within the last five years for the same work site.

3.3 Eligible project activities and expenditure

3.3.1 Eligible project activities

Eligible applicants can apply for up to \$65,000 to run a project to help its workers improve their reading, writing, maths, speaking, listening, and digital skills. At least 50% of the project activities must be activities that deliver training and support to workers to improve these skills. Participants must be people who have been assessed as having reading, writing and maths skills at or below [Australian Core Skills Framework \(ACSF\) Level 3](#).

A project may also include activities such as

- training for staff about how to work with clients who have low reading, writing or everyday maths skills
- training for managers or supervisors about how to work with staff who have low reading, writing or everyday maths skills
- developing resources for use within the project
- activities to improve workplace communication (including plain English)
- surveys, consultations, or research to determine the literacy and numeracy needs of workers.

Projects that support digital literacy skills development for people who are assessed as being at or below Digital [Literacy Skills Framework \(DLSF\) Level 3](#) will also be considered, but the digital component must be no more than 50% of the project proposal.

Plain English activities should focus on teaching staff to write documents in Plain English, rather than your adult literacy trainer re-writing workplace documentation.

The recipient organisation is expected to contribute by releasing workers from their regular duties to participate, provide encouragement and support for them to participate, and provide necessary resources such as computers and training rooms. The organisation is also expected to demonstrate a commitment to continue supporting workplace literacy and numeracy after the project is completed.

Note: Funding for digital literacy activities that support literacy and numeracy skills development will be considered, but the digital component must be no more than 50% of the project proposal. Digital literacy skills for this purpose are considered to be basic digital skills such as using devices (computers, tablets or mobile phones) for simple work tasks, finding and using information on the internet, understanding how to be safe and responsible online, communicating professionally using tools such as email. This could include basic instruction in platforms such as Zoom and MS Teams, however dedicated training in applications such as word processing, spreadsheets, graphic design, presentations, music or video production are not eligible activities.

3.3.2 Eligible project expenditure

Eligible project costs can include:

- Wages costs for an Adult Literacy Trainer (see Appendix 3)
- Wage costs for a project coordinator/manager, and/or service delivery and administrative staff
- Project-specific accommodation and travel (where projects are delivered outside of the trainer's base location)
- Overheads directly related to project delivery. However, project overhead costs above a maximum of 15% will not be approved unless they are supported by significant evidence
- The production of materials and/or resources to support the training, such as workbooks, access to online learning platforms, and assessment tools
- Material to promote the project and recruit participants
- Surveys, consultations, research to determine the literacy and numeracy needs of workers (no more than 15 % of the project budget).

3.3.3 Ineligible project expenditure

The grant will not provide funding for the following:

- An activity that is already funded, or could be more appropriately funded, through another mechanism or under other Tasmanian or Australian government programs
- Retrospective funding for projects or programs that have already started, or have been completed, including any activity undertaken prior to the notification of application outcome
- An activity that does not take place in Tasmania and service Tasmanian workers
- Capital fundraising for building or property purchase, construction and/or maintenance works
- The purchase of motor vehicles or other forms of transport
- The purchase of hardware or equipment for participants' use
- Recurrent administrative, infrastructure and other organisational costs including office expenses, maintenance costs, accounting, legal, compliance, government fees
- Software unless this is specifically required for delivering the literacy skills training
- Workplace learning programs or training not related to foundation skills development, including training in digital platforms and applications beyond basic digital literacy. This includes word processing, spreadsheets, graphic design, presentations, music or video production software

- Training, other than specific literacy and/or numeracy skills training, that makes up more than 50% of the project activities
- Literacy and/or numeracy skills training that is not delivered by an approved Adult Literacy Trainer
- Project overhead costs above a maximum of 15% of the project cost that are not supported with evidence
- Adult literacy trainer operational costs that are deemed unreasonable and/or are not supported by substantial evidence
- Vaguely identified items such as ‘contingencies’, ‘sundries’ or ‘miscellaneous items’
- A payment to participants that could constitute an incentive or wage subsidy to take part in the project
- Activities that require payment from participants
- Research only activities with no definable outcomes for the workplace
- Development of resources not intended for use in the workplace as part of the project activities
- Costs associated with patents and intellectual property.
- Professional development of Adult Literacy Trainers

3.4 Eligible project participants

Eligible project activities must target workers employed in the workplace that is the subject of the application.

Workers who are on work visas need to comply with the [Skills Tasmania Policy Statement - Learner Eligibility for Government Training Subsidies](#) to participate in funded projects.

The project activities must be targeted at workers who are assessed as having reading, writing and maths skills at or below Australian Core Skills Framework (ACSF) Level 3.

Any digital literacy training included in the project must be targeted at workers who are assessed as being at or below Digital Literacy Skills Framework (DLSF) Level 3.

Note: Project participants must not be required to pay for taking part in the project’s activities.

3.5 Funding period

Each 26Ten Workplace Grant is intended to cover one project for 12-months (\$65,000). However, we understand that some projects can’t be completed within this timeframe, so recipients can request that the project be extended beyond 12 months.

If a grant recipient wishes to seek additional funding to continue its completed project into a second year, it will need to reapply in 2027.

Project funds can only be used for delivering the project’s approved purpose. This will be set out in the funding agreement and will be taken from the information provided in the application.

As part of the application process, applicants must complete a budget template that identifies all planned expenses related to the project.

4 How to apply

Applications must be submitted using the SmartyGrants online grant management system.

Applicants must register with SmartyGrants before making an application. There is a Help Guide for Applicants available from Smarty Grants. This can be accessed via the SmartyGrants website at: <https://applicanthehelp.smartygrants.com.au/help-guide-for-applicants/>.

This is a competitive, merit-based process. Meeting the eligibility criteria will not automatically result in a successful outcome.

These are the steps:

1. Prepare

Read the Grant Program Guidelines before starting to plan the project.

The Department publishes a help guide for grant applicants which is available on the [Business Tasmania website](#).

If you have not applied for a grant before, we strongly recommend you speak to the Grant Program Manager before starting to plan your project.

2. Start

The application form is available at: <https://stategrowthtas.smartygrants.com.au/26TENWPG>

Applicants will need to answer each of the assessment criteria individually and attach evidence to support what is included in the written response.

Applicants will also need to prepare a Project Plan, Project Budget and Results Chain Document.

3. Confirm

Ensure all information and documentation is accurate and attached. This includes:

- a completed Results Chain Document
- a Project Plan
- an adult literacy trainer's CV and letter of support
- a detailed budget.

Applicants may not be able to change an application or provide additional information after it has been submitted.

4. Submit

Applicants will receive an email notification after an application is submitted. Keep this notification as confirmation of the submission.

5. Assessment

Eligible applications will be assessed by independent assessors from within State Growth (see section 6).

6. Notification

We will notify you in writing with the outcome of your application. The decision will be final, and applicants will not be able to re-apply with the same request.

Note: Applicants may be asked to provide information or documentation after an application has been submitted. Applicants must provide this information within three working days, unless otherwise advised. Failure to provide the information within the timeframe may result in the application being unsuccessful. The information provided may be subject to third party authenticity checks.

4.1 Tips on writing an application

- Assume the reader doesn't have any background knowledge of the applicant organisation, so provide enough context and information to explain what you need them to know.
- Use simple and easy-to-understand language.
- Include clear information about the skills gaps in the organisation and the impacts these have on the business.
- Be specific and clear about what the organisation wants the project to achieve, such as stating the exact number of people who will benefit from the training and how long the project will last.
- Ensure that the Project Budget is accurate and complete, and that evidence such as quotes have been provided to confirm your costings.
- Include examples and evidence to support claims, including letters of support that show the responsibilities of any partner organisations.
- Have someone else review the application before submitting it to make sure it's clear and easy to understand.
- Contact the Grant Program Manager for advice when required.

5 Assessment criteria

There are four equally weighted criteria that applicant's need to address in the application. These require a written response and/or mandatory documents.

Applicants should attach evidence to support any claims made. Where there is no evidence to support claims made or the information provided in the application, the assessment score will be affected. Any evidence provided must be attached to the relevant criterion, should have a clear document title and be referred to in the text in the application addressing the related criterion.

Refer to Appendix 1 for further information on the criteria and the evidence required.

Assessment criteria	Mandatory documents	Weighting
1. Need for the project and expected benefits	Results Chain Document	25%
2. Capability of the team who will deliver the project	Letter of support from an Adult Literacy Trainer and details of their qualifications and experience	25%
3. Organisation capacity and commitment to the project	Written support for the project from the organisation's management Evidence of resources to support the project	25%
4. Project Plan and Budget	Project Plan and Project Budget	25%

6 Assessment process

The Grant Program Manager oversees the assessment process.

Independent assessors from within the Department of State Growth, with advice from external parties as required, will assess all applications.

Applications will initially be assessed against the eligibility criteria to confirm the eligibility of the applicant organisation, the planned expenditure and project participants.

Applications that are incomplete or do not include a completed project plan and budget will not be assessed.

Each independent assessor will assess the responses to the assessment criteria using a scoring rubric. Following the individual assessments, the assessors then convene to discuss the application and their respective scores. The total score for each application is calculated as an average of the scores provided by each assessor.

A benchmark score, representing an acceptable minimum standard of quality determined by the scoring rubric will determine the outcome. Applications that do not meet this benchmark are unlikely to be considered for funding.

7 Timeframes

Description	Date/time
Tranche 1 program opens to applications	6 March 2026
Program closes	1 June 2026, 2.00 pm
Applications assessed	June 2026
Applicants notified (estimated date)	July 2026
Tranche 2	August 2026

Applications will not be accepted after the program closes.

Note: 26Ten Get Ready Grants are available between March and February each year.

8 Contact details

For more information about 26Ten Workplace Grants, please contact:

- Grant Program Manager, Skills Tasmania
- 26TenWorkplaceGrants@skills.tas.gov.au
- 03 6165 4817

9 Funding agreement, reporting and payments

9.1 Funding agreement

Applicants that are approved for funding will be required to enter into a legally binding funding agreement on behalf of the Crown in Right of Tasmania. Breaches of a grant condition/s may lead to amendment or cancellation of the agreement.

9.2 Grant payments

If an application is successful, the applicant will be asked for the organisation's bank account details to receive the grant payment. The bank account must be in the entity name. The applicant may be asked to provide a copy of a bank statement or a letter from its bank as confirmation. Providing incorrect bank account details may result in significant delays or not receiving your grant payment. We cannot guarantee the recovery of funds paid to an incorrect bank account.

Grant payments will be paid in instalments. Payments are tied to reporting requirements identified in the funding agreement and payments will require submission of an appropriate a tax invoice.

You will be required to return some or all the funds if:

- you do not complete the activities required under the funding agreement
- you do not use any or all of the funding provided
- your situation changes in a way that prevents completion of the grant
- we find that the information provided to us is false or misleading.

Any leftover money from the grant must be returned to State Growth. If there is a small amount left over, you can ask to use it for literacy and numeracy projects.

9.2.1 Instalments

Funding will be paid in three instalments:

1. 15% on executing the grant deed
2. 75% on completing any research to clarify staff literacy and numeracy needs and submitting a written report confirming the project is ready to proceed
3. 10% on submitting the end of project report.

Note: If your project doesn't require any research to clarify staff literacy and numeracy needs (as per instalment (2) above) and you are ready to commence the project at the beginning, you can negotiate payment of 90% on executing the grant deed and the final 10% on providing the end of project report.

9.3 Acquittal

An acquittal is a statement that confirms the grant was completed as per the funding agreement.

We will send you an acquittal form using SmartyGrants. The acquittal must include:

- a report on the activities completed and their outcomes
- a report on the income and expenditure. Evidence such as invoices, receipts, attendance records and images may be required at the discretion of the grantor.

We may ask for a Statement of Expenditure certified by an independent, professional auditor. Recipients will be responsible for the cost of obtaining the certified Statement of Expenditure.

If recipients do not satisfactorily acquit a grant by the due date it may be required to return the funding to the Department of State Growth; and it may be ineligible for other grants from State Growth in future.

Contact us to discuss any issue that may prevent proper acquittal of the grant.

9.4 Reporting

Recipients will be required to provide:

- a report confirming the project is ready to proceed following completion of research to clarify staff literacy and numeracy needs (where applicable)
- a mid-project progress report
- a final report and evaluation
- a financial acquittal.

Payment of grant instalments is subject to the submission of these reports and that each requirement is met to the satisfaction of the Department of State Growth.

Templates will be provided in SmartyGrants for each report type.

We will also ask recipients to provide a minimum of three stories about the project that we can use these to promote the work of 26Ten.

10 Appealing a decision

If an application is unsuccessful, the applicant may appeal the decision.

The appeals process ensures that all applicants have been treated fairly.

We will consider appeals that relate to administrative process issues in grants management.

All requests must be in writing and addressed to the Director, Purchasing Policy and Programs, Skills Tasmania. Your request must be received within 28 days from the date of State Growth notifying you of the decision about your application.

For further information about the appeal process, contact 26TenWorkplaceGrants@skills.tas.gov.au.

11 Taxation and financial implications

Grants distributed under this program may be treated as income by the Australian Tax Office (ATO).

We strongly recommend that, prior to applying, you seek independent advice from a tax advisor, financial advisor and/or the ATO, about the possible tax implications for receiving the grant.

Grants distributed under this program attract Goods and Services Tax (GST).

If you are registered for GST, the grant amount will include GST. A valid tax invoice must be supplied by the successful applicant to State Growth.

Information on invoices can be found on our Business Tasmania website:

www.business.tas.gov.au/manage_a_business/invoices.

If you are an individual (not a business) and you do not have an Australian Business Number (ABN) you may be required to complete a 'Statement by a supplier not quoting an ABN'. Refer to the ATO website for more information: www.ato.gov.au/forms/statement-by-a-supplier-not-quoting-an-abn.

12 Publicity of grant assistance

State Growth is accountable for its spending of public funds, including providing grants. As part of the accountability process, State Growth may publicise, without further notice, information about the grants provided, including the level of financial assistance, the identity of the recipient, and the purpose of the financial assistance.

If you have received a grant from State Growth:

- despite any confidentiality or intellectual property right subsisting in the grant funding agreement or deed, a party may publish all or any part of the grant funding agreement or deed without reference to another party, and you consent to the disclosure of your name in this context.
- all obligations under the *Personal Information Protection Act 2004* (Tas) still apply.

13 True and accurate information

Applicants must take care to provide true and accurate information. Any information that is found to be false or misleading may result in action being taken and grant funds, if already provided, may be required to be repaid to State Growth.

14 Right to information

Information provided to State Growth may be subject to disclosure in accordance with the *Right to Information Act 2009*.

15 Information collection and usage

Personal information will be managed in accordance with the *Personal Information Protection Act 2004*. This information may be accessed by the individual to whom it relates, on request to State Growth.

State Growth may use and disclose the information applicants provide for the purposes of discharging its functions under the Program Guidelines and otherwise for the purposes of the program and related uses. State Growth may also use information received in applications and during the delivery of the project for reporting purposes.

16 Disclaimer

Although care has been taken in the preparation of this document, no warranty, express or implied, is given by the Crown in Right of Tasmania, as to the accuracy or completeness of the information it contains.

The Crown in Right of Tasmania accepts no responsibility for any loss or damage that may arise from anything contained in or omitted from or that may arise from the use of this document, and any person relying on this document and the information it contains does so at their own risk absolutely.

The Crown in Right of Tasmania does not accept liability or responsibility for any loss incurred by an applicant that are in any way related to the program.

Appendix 1: Assessment criteria explained

Criterion 1: Need for the project and expected benefits

Questions:

- What is the need for this project?
- What are the expected benefits of this project?

Applicants are expected to explain:

- what reading, writing and maths skills workers in the organisation need
- how the organisation will know that its workforce (or a specific group of workers) has skill gaps in reading, writing, maths, [or other foundation skills]
- the impact that low levels of reading, writing and maths skills has on the workplace (e.g. in terms of productivity, motivation, safety etc)
- how the project will benefit individuals and the organisation and how it will address the identified gaps, including those identified in the Results Chain Document.

Mandatory evidence:

- a completed Results Chain Document showing how the project will deliver the expected benefits.

Other evidence may include:

- informal or formal assessment data
- findings from a Get Ready Grant project
- formal reports from managers or supervisors that document the impact of foundation skills gaps in the workplace
- anecdotal evidence from the workplace.

Criterion 2: Capability of team who will deliver the project

Questions:

- Outline the relevant skills and experience of project team members.
- Outline the qualifications, skills and experience of the Adult Literacy Trainer in using the Australian Core Skills Framework (ACSF) and designing and delivering literacy and numeracy training programs for adult learners.
- If applicable, outline the qualifications, skills and experience of the Adult Literacy Trainer in using the Digital Literacy Skills Framework (DLSF) and designing and delivering digital literacy training programs for adult learners.

Applicants are expected to explain:

- the relevant skills and experience of project team members in working with people with literacy and numeracy skills gaps. This could include internal supervisors, administration or human resources staff, or external contractors.
- the qualifications, skills and experience of the Adult Literacy Trainer in using the Australian Core Skills Framework and designing and delivering literacy and numeracy training programs for adult learners.

Mandatory evidence:

- CV of the applicant's adult literacy trainer that demonstrates their experience in working with adult literacy and numeracy learners, designing literacy programs and in applying the ACSF.

Other evidence may include:

- Organisation structure chart to identify where the project team members sit within the organisation's leadership structure
- Examples of previous experience in delivery similar projects, or other people-based projects

Criterion 3: The organisation's capacity and commitment to the project

Questions:

- Explain how the organisation will promote the project and encourage people to take part.
- Outline how the organisation plans to continue support for literacy and numeracy within the workplace after the project is completed.

Applicants are expected to:

- provide written evidence that the organisation's senior managers support the project
- provide evidence that the organisation will support people to take part, including
 - providing paid time off work for participants to attend the project activities
 - making resources such as training rooms and computers available for the project
 - other support it will provide for participants during the project
 - plans to provide ongoing support for participants after the project ends.
- explain how the organisation will promote the project and encourage people to take part
- outline how the organisation plans to continue support for workplace literacy and numeracy after the project is completed, including explaining what the organisation will do to address low literacy stigma within the workplace.

Mandatory evidence

- Written support (letter or email) from managers that shows they understand the project, agree for participants to take paid time to attend the project activities, and that demonstrates their commitment to improving literacy skills gaps and addressing any stigma around these gaps in the workplace.
- Evidence of resources (such as training rooms) being made available for project activities.

Criterion 4: Project Plan and Budget

Project Plan

Applicants must include a completed project plan using the template provided that clearly shows the project activities, when they will take place and who will deliver them.

The project plan must also outline what support will be provided for participants and have a clear plan for ongoing support after the project ends.

At least 50 per cent of the project's activities must relate to improving participants' language, literacy and numeracy skills. This will need to be addressed in the Project Plan by:

- outlining how participants' current skill levels will/have been assessed against one or more relevant domains of the ACSF level 3(reading, writing and/or maths)
- clearly identifying which skills will be targeted
- outlining the delivery of language, literacy and/or numeracy skills training that aligns to the needs of participants who have been assessed as at or below ACSF level 3
- a process for monitoring participants during the project and assessing improvements in their skill levels during and after the project.

Project Budget

A Project Budget using the template provided must include

- a completed budget that clearly outlines costs of the project activities and the cost per participant, with at least 50% of the project cost being allocated to the activities related to improving participants' language, literacy and numeracy skills
- relevant evidence to support costs (e.g. quotes from service providers outlining the cost of providing that service, letter of engagement with the adult literacy trainer).

Appendix 2: Results Chain Document

Applicants are required to submit a Results Chain Document as part of its application at assessment criterion 1. This is a helpful tool for planning your project. To use it, start by thinking about what you want to achieve and work backwards from there.

Results Chain Document template

The template Results Chain Document can be downloaded within the application form.

Example Results Chain Document

The results chain model breaks down the steps of the planned project into manageable stages with clearly defined terms. Here are the terms we use:

Activities

Activities are the specific actions the organisation will take as part of the project. For example, activities could include 'delivering a digital skills workshop' or 'creating a training resource.'

Outputs

Outputs are the direct results of the activities. Outputs are quantifiable and can include the number of:

- meetings held
- participants receiving LLN training
- assessments conducted
- learning plans created.

Outcomes

Outcomes are the changes that occur as a result of the project outputs. They should be measurable and demonstrate the success of the project.

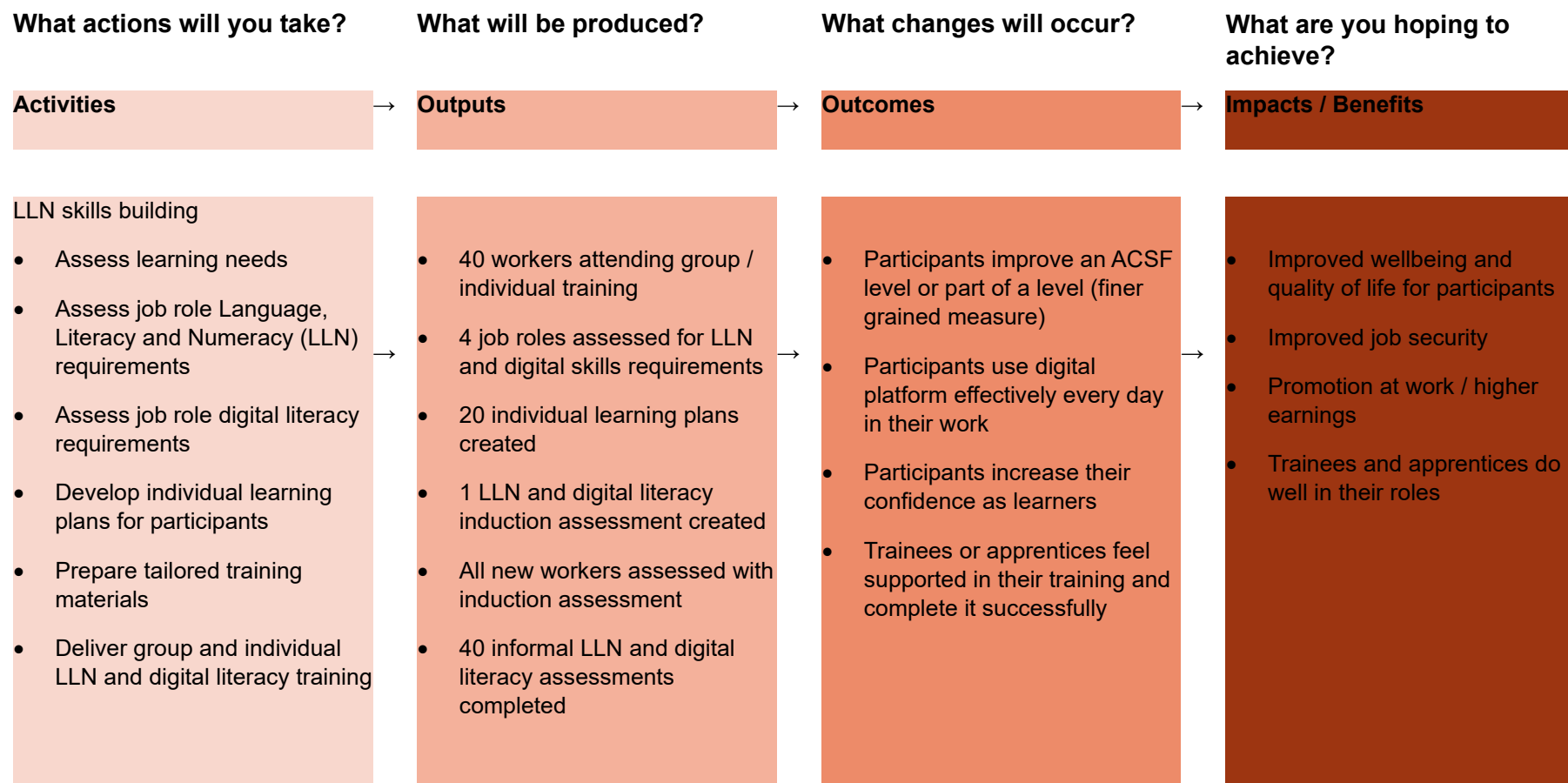
Outcomes should be linked to both activities and outputs, and help answer questions such as 'what have we achieved?' and 'how do we know?'

Impacts

Impacts are the ultimate goals of the project. An impact could be 'improved quality of life for participants. Measuring the longer-term benefits and impacts will likely be beyond the scope of the project. However, it is important to try and identify and measure overall impact as best as possible. A good question to ask is – what do we hope to achieve with this project and how might we measure success?

Example Results Chain from a recent 26Ten Workplace Grant application

The project focused on helping current workers, new apprentices, and trainees switch from a paper-based work system to a digital one by supporting literacy and numeracy skills.



Improving the business

- Streamline digital processes
- Increase the workforce by employing and supporting more trainees and apprentices

- 2 meetings with technical support to discuss process improvements
- 2 individual learning plans prepared

- Improved digital processes
- Trainees and apprentices are confident learners and workers
- Trainees and apprentices complete training successfully

- Workers can easily learn digital processes in future
- Business efficiency improves

Setting up lasting supportive LLN environment within the business

- Train technical support officer to mentor workers in digital literacy skills
- Train supervisors to assist in digital literacy training
- Coordinate Plain English workshops
- Make sure all levels of the organisation are aware of and support the project
- Past learners of the digital literacy demonstrate their support of the program

- 2 workshops to train technical support officer and supervisors to be mentors of digital literacy
- 5 coordinators attend plain English workshop
- Spread the word of the digital literacy project through the intranet, newsletter and events
- 5 past learners of the digital literacy project champion the project

- Mentors support workers with digital literacy skills improvement
- Workplace documents are created using plain English
- All levels of the organisation are aware of and supportive of 26Ten project
- Participants feel like they are learning skills that are relevant and necessary

- Workers are supported in their learning into the future
- Workplace documents are accessible for all workers in the future
- Higher job satisfaction for workers
- The organisation has a culture of encouraging and supporting learning and development
- Good workforce morale
- Having low LLN skills is no longer stigmatised

26Ten campaign support

- Support the work of local 26Ten community of practice
- Support the 26Ten communities program
- Collect learner stories for 26Ten team about the project
- Collect photos for 26Ten team about the project



- 3 meetings with community of practice to discuss ways to support their work
- Collect 3 learner stories to submit to 26Ten



- 26Ten becomes more visible and able to work towards more change
- People are influenced by stories and are motivated to get help
- Other workplaces can see the benefits of improving LLN skills in their workplaces



- 26Ten campaign increases momentum
- Adult literacy levels in Tasmania improve

Appendix 3: Engaging an adult literacy trainer

To be eligible for funding, a project's reading, writing, or maths training must be delivered by an adult literacy trainer.

The adult literacy trainer will be responsible for measuring skill improvements using the [Australian Core Skills Framework \(ACSF\)](#). They must use or create suitable measurement practices and tools that are appropriate for your workplace.

The trainer could either be from a Registered Training Organisation or an individual practitioner from the 26Ten Adult Literacy Trainer Register. This register lists trainers who have relevant skills and experience, including

- a teaching qualification,
- an understanding the ACSF for assessment and planning,
- at least two years of experience teaching literacy and numeracy to adults, and
- knowledge of adult literacy issues.

If applicants need help finding a trainer, contact the Skills Tasmania Grant Program Manager to introduce you to trainers from the Register, at least a month before the application deadline.

Applicants must include the name of the adult literacy trainer in the application, and the budget must include their salary. (See below for recommended pay rates.). Evidence of their qualifications and experience, such as their CV, at criterion 2, along with evidence that they have agreed to work with the organisation will also need to be included (also at criterion2).

Adult literacy trainer pay scales

When preparing an application, the Project Budget must include the cost of employing an Adult Literacy Trainer. This includes the trainer's hourly rate and the number of hours worked per week or fortnight over the length of the project.

Employing an Adult Literacy Trainer as a contractor is the simplest option. However, the organisation could engage them as an employee for the duration of the project.

The recommended pay for Adult Literacy Trainers within the 26Ten program, based on the skills and experience required is:

Contractor	Negotiated with contractor. This could range from \$65 - \$100+ p/h depending on the experience of the Trainer.
Employee (pro-rata)	\$90,608 - \$100,014 p/a

This is a guide based upon the State Service Teaching award rate for four-year trained trainers. Offering a pay rate within this range will make your application competitive.



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